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HENRY BARNARD

THERE are some glad today that they said kindly and appreciative words of this good man and his work a year ago, or five years ago, as may be, when they brought some joy to the aged soul living in memories, not saving all their grateful wreaths to decorate unsensing clay. But for its own self-respect American education must pause in its unresting eagerness of progress and stand with bared head by the tomb of its fallen patriarch. For whatsoever things are true and lovely and of good report in our schools, he thought on those things, and we must think of them and of him together always.

To fall on the hard fought field, that is a glorious end; to linger on until our very victories are forgotten and the garnered years weight us too heavily for new emprise, that is the pathetic ending to life's drama. Horace Mann had the glorious end, dead on the field of battle, and he became long since the legendary hero of our American schools. Henry Barnard, his comrade in many a good cause, no less devoted, no whit less courageous, lingered as the shadows slowly gathered and saw a new generation of leadership who knew him not. Yet none, I am sure, that saw that venerable and majestic figure of the past at the World's Congress in Chicago, missed a thrill of wonder, and of pride, too, that they served in the same army.

Because Henry Barnard did one thing so well that it can never be bettered, we shall probably forget more and more, as

we have already so much forgotten, that he did many things well enough to make his fame secure. There was so much to be done when he was at the front. The new world was to be won for enlightened liberty through the public schools and there was sore need of men for the winning. So he struck good blows for normal schools, for state organization, for national supervision, for sound study of educational problems, for a long list, indeed, of the best things in education. He saw far and he saw clearly, how far and how clearly they will never know who do not make some careful study of his forceful and varied life.

Yet one thing he did so supremely well that for that he will be remembered, and it is enough. Wherever libraries of education are now gathered his encyclopædic journal has the place of honor. Whoever will found such a library must look first to secure a set of that great work. Because he saw so far, the contents of that work will not soon grow out-of-date. As it has been, so it will remain, the glory of our educational literature. The achievements of other peoples in this field will not put us to the blush so long as we possess that splendid monument. It will ever be at once the inspiration and the despair of those who now and hereafter labor in the field of educational journalism.

C. H. THURBER